**K-5 Math Lesson Plan**

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| **Teacher:**  **Raynor** | | | **Grade: 3** | | | **Date(s)**: Day 7 |
| **Unit Title: Planning a Family Reunion** | | | | **Corresponding Unit Task: Prior to Task 3** | | |
| **Essential Question(s): What strategies can I use to add and subtract within 1000?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Overhead Manipulatives** | | **Student:**  **Food ads** | | | **Fact Family** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x  1. Make sense of problems and persevere in solving them.  x 2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  6. Attend to precision.  x 7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 3.NB.2** | | | | | |
| **I Can Statement(s): I can use various strategies to add and subtract.** | | | | | |
| **Activating Strategy/Hook:** **You are planning a meal for your family by choosing 2 items to buy from an ad. How can you figure out how much it costs without base 10 blocks?** | | | | | |
| **Teacher Directed:/Guided Practice:**  **Teacher hands out ads and small groups collaborate to solve the problem using their own strategies. Students share solutions with the group.**  **Mini Lesson: Teacher asks students “If we didn’t have base 10 blocks to use to ad, what could we do?” Students share strategies. Teacher explains that today students will be drawing pictures to help them ad. Teacher has students assist in drawing a model for 47 + 18. Teacher asks what could be done with the 7 and 8 ones and guides students to understand that 10 could be circled as 1 ten with 5 ones left over. Teacher tells students that they will use flats for dollars and rods and units for cents. Teacher asks students how she could check her answer and *hopefully* students say through subtraction. Students work with partners to add $2.95 + $1.39 and check with subtraction (strategy: pictures)** | | | | | |
| **Independent Practice: Students complete similar problems to problem in guided practice.** | | | | | |
| **Closing/Summarizing: Does anyone know another strategy besides pictures or base 10 blocks? Allow students to share.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| **Use Money or Invented Strategy** | | | **Students work with Partners**  **Small Group for those who need it** | | | **Partner to discuss, answer orally** |
| **Assessment(s):Independent Practice**  **Task**  **Remediation:** <http://www-k6.thinkcentral.com/content/hsp/math/hspmath/fl/common/intervention_9780547274409_/launch.html> - skill 6 | | | | | | |